



3rd / 4th Grade – History and Social Science

Survivor Napa Valley: “How did California native people use the environment and resources around them to survive?”

<p><u>Standard(s)</u></p>	<p><u>HSS:3.2.2:</u> Students describe the American Indian nations in their local region long ago and in the recent past: Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). <i>Third Grade</i> <u>HSS:4.2.1:</u> Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. <i>Fourth Grade</i></p>
<p><u>Objective(s)</u></p>	<ul style="list-style-type: none"> • Students can work together collaboratively to plan, carry out, and share investigations that provide a reasonable solution with evidence that answers the question: “Where would have been the best location for California native people to settle and why?”
<p><u>4 Cs</u> <i>Just a few examples of how this activity connects to the 4Cs</i></p>	<ul style="list-style-type: none"> • <u>Communication/Collaboration:</u> At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs (NGSS:3-5-ETS1-2). • <u>Critical Thinking:</u> I can accurately self assess my ability to gather and interpret information, make inferences, find solutions, and construct arguments. (NVUSD.3-5.CriticalThinkingRubric) • <u>Creativity:</u> I can provide a complete description of the problem, investigation, or challenge that include the important details in my own words and leads to a large number of clear, unique, and imaginative ideas. (NVUSD.3-5.CreativityRubric)
<p><u>Materials</u></p>	<ul style="list-style-type: none"> • Digital Cameras, iPads, iPhones, or devices to capture images (Vine Trail) • No devices? Bring a clipboard, drawing paper, and pencils! (Vine Trail) • Computer or Chromebook (Classroom) • Fourth or Third Grade Scott Foresman History-Social Science Text (Classroom) • Pre-Made Student Accounts on Thinglink
<p><u>Prerequisite Knowledge (Vocab.)</u></p>	<p><u>Third Grade</u></p> <ul style="list-style-type: none"> • weather • adapt • climate • Regions of California: coast, valley, mountain, and desert



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	<ul style="list-style-type: none"> ● Houses, food, clothing, tools, and ways of travel in each of those regions <p><u>Fourth Grade</u></p> <ul style="list-style-type: none"> ● settle ● natural resource ● trade ● tradition ● custom ● Regions of California: coast, valley, mountain, and desert ● Houses, food, clothing, tools, and ways of travel in each of those regions
<p><u>Lesson Summary</u></p>	<p><u>Prior to Visiting the Vine Trail:</u></p> <p><u>Classroom Activities:</u></p> <ol style="list-style-type: none"> 1. Explore a Pictorial (GLAD strategy) or diagram of how Wappo indians used the resources around them to survive. Exploration of this concept is also available in the following portions of the current Scott Foresman History-Social Science curriculum: <ol style="list-style-type: none"> a. <u>Third Grade: Our Communities:</u>Unit 2, Lesson 1: “How are California Indians in your region alike and different?” (Pages 17 - 22) Unit 2, Lesson 2: “How have California Indians lives in their environment?” and “Living on the Land” (Pages 29 - 39) b. <u>Fourth Grade: Our California:</u> Unit 1, Lesson 4: “How have California’s landforms and water affected settlement?” (Pages 19 - 22) Unit 2: Lesson 1: “How did early people live in California?” (Pages 31 - 36) 2. Using HSS Curriculum and Language Arts strategies of your choice, guide your students through the recommended portions. Create a matrix of information from the reading together or have the students work together in small groups using the Third Grade Graphic Organizer or Fourth Grade Graphic Organizer to organize and then compare and contrast information. <p><u>Vine Trail Field Trip:</u></p> <ol style="list-style-type: none"> 3. Guide the students on a walk through the Vine Trail. Once student groups find the area that they believe would be the best place to settle based on the landscape, flora, fauna, etc., have them either sketch or capture an image of that entire area using a device. 4. While still in the space, have the students take notes about the different characteristics and details of the area and why they would help with settlement and survival. <p><u>Field Trip Follow- Up Classroom Activity:</u></p> <ol style="list-style-type: none"> 5. Students will load their photos or sketches (will need to be scanned) into Thinglink and will use the digital platform to specify different parts of the image and specify why they would help with settlement/survival with a



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	<p>caption.</p> <p>6. Students will present their Thinglinks to the class in their small group.</p> <p><u>Visual Art Extension:</u></p> <p>7. Using a transparency and Sharpie Markers, student groups will place the transparency over their image (it will need to be printed out) and draw where they recommend the California Indians build their homes, fires, and other elements of the village based on their recommendations.</p>
<u>Part of Trail</u>	<ul style="list-style-type: none">• Portions of the Vine Trail close to a water source (river, creek, etc.) are preferred.
<u>Additional Resources</u>	